OUR EXPECTATIONS OF PUPILS' BEHAVIOUR

The **Teachers and Governors** of **St. Michael's School** are committed to the ideals set out in our **Mission Statement:** striving to be a community in which our pupils can grow into happy and successful young adults.

The Pupils are expected to:

follow the Code of Behaviour:

- ♦ to be polite and considerate to all other pupils, the older giving good example to the younger
- ♦ to give way to staff and visitors in corridors and doorways
- to treat members of the general public with courtesy and so behave as to be a credit to the School for example on school trips, in shops, at bus stops and on public transport.

know and observe the School Rules, Uniform Regulations and Homework Policy

be ready to learn by:

- arriving on time for school and lessons
- standing when the teacher enters and at the end of the class for a formal start and finish
- remaining silent, listening and concentrating when the teacher talks to the class
- putting up their hands to answer or ask a question
- bringing the correct equipment (including their Homework Diaries)
- leaving the classroom in an orderly manner at the end of the lesson.

If a pupil needs help or advice she should approach her Head of Key Stage, her Form Tutor or any teacher in whom she has confidence.

The Parents are asked for their support:

- by ensuring that their daughter attends regularly and punctually, completes homework conscientiously, keeps the code of behaviour and the uniform regulations and is ready to learn
- by keeping the School informed of any problems likely to affect their daughter's progress and by returning reply slips promptly
- by attending annually a parents' evening and information evening
- by writing to explain all absences caused by illness and by seeking advance written permission from the Head for all other absences
- by avoiding family holidays in term time
- if the School needs to place their daughter in detention after school if her work, behaviour or punctuality are poor.

If parents have a concern about their daughter's education, they should in the first instance contact the Head of Key Stage.

POLICY ON PASTORAL CARE including SCHOOL DISCIPLINE and PUPIL BEHAVIOUR

"We should always teach children who they are. We should say to each of them: 'Do you know who you are? God created you. You are a marvel, you are unique. In all the world there is no other child like you ... you have the capacity for anything and you must cherish one another'".

Pablo Cascals

The approach to Pastoral Care at St. Michael's School is founded on two important principles:

- 1. That the ministry of Jesus Christ, the Good Shepherd, be reflected clearly in all aspects of the school's life, so that the whole community: pupils, parents, staff and governors experience the justice, compassion, forgiveness and charity which emanate from a commitment to the Gospel.
- 2. That the teacher is not simply a professional person who systematically transmits a body of knowledge or evaluates a range of skills through particular teaching styles or assessment techniques, but is to be understood as the educator who helps to form people by enthusiasm, values and beliefs. In "loco parentis" the teacher is given custodianship of certain responsibilities in the care of the child, and this is the most precious concession dispensed by the parent. The partnership between teacher and parent is founded on a mutual trust essential to its function.

The organisation of Pastoral Care

The Associate Head and Assistant Heads responsible for pupils at each Key Stage have a special responsibility for Pastoral Care and one of the Assistant Heads co-ordinates the Pastoral Curriculum.

Pastoral care is based on the Year Team. Each Head of Key Stage and his/her Deputy guide the form teachers in the administration of the school's policy of individual care and guidance. Form teachers take a personal interest in the welfare and progress of each girl in their form. In this they are assisted by other members of staff. The School Chaplain and Welfare Officer are also involved in the personal guidance and welfare of pupils. Parent/Teacher Meetings for each year group are arranged every year. The Head, Associate Head and Assistant Heads are always available, by appointment, for consultation with parents. It is the policy of the school to work as closely as possible with parents, and each pupil is encouraged to develop her own potential to the full.

A. Behaviour/Discipline

The Home School Agreement, containing the Positive Discipline procedure, School Rules and Uniform List and Regulations, is signed by parents and pupils when they join Year 7.

The Sixth Form Regulations and Dress Code are made available to all Sixth Formers at the beginning of Year 12 and to new students before they start: they and their parents sign this.

These are reviewed regularly at Staff, Heads of Departments, Year Team and School Council Meetings and approved by the Governors.

Discipline procedures should always have at their heart the intention to form and develop moral conscience within the context of the Church's teaching. This demands that our community's values should include:

- telling the truth;
- keeping promises;
- respecting the rights and property of others;
- acting considerately towards others;
- helping those less fortunate and weaker than ourselves;
- taking personal responsibility for one's actions;
- self-discipline.

Our School values utterly rejects:

- bullying; this includes cyber-bullying which means that use of the Internet, text messages, email, video or audio to bully another will never be tolerated
- racism;
- cheating;
- deceit;
- cruelty;
- irresponsibility;
- dishonesty.

Procedures

The most commonly set punishment is a detention although an imposition may also be set. A detention for bad behaviour or for poor work is organised and supervised by a senior member of staff every Wednesday and Friday from 3.45 to 4.30pm. When a member of the teaching staff places a pupil in detention s/he gives the pupil a pro-forma letter completed and signed by him/her. This informs the parents of the nature of the disciplinary offence and ensures they know about the detention by means of a reply slip. If a child persistently fails to return a reply slip, the Welfare Officer is asked to contact the parents by phone to inform them.

When appropriate, a senior member of staff will arrange for "community service" (carrying out a useful task), but protective clothing is always supplied if required, and this punishment always has regard to the respect owed to every pupil as a member of this Christian community.

Confiscation may also be used to maintain an environment conducive to learning.

Persistent infringements of the rules on School Uniform may be punished by a Detention.

Persistently poor work or behaviour leads to isolation in the Associate Head's Office for a day after which the pupil is placed on report.

In rare cases of serious infringement of school rules the Headmistress may decide to remove a pupil from lessons to engage in private study isolated from other pupils or even to send a pupil home. Her parents will always be informed.

If the Headmistress should find it necessary to exclude a pupil, the procedures laid down by legislation (Education Acts 1986 and 1997, DfES Circulars 7/87, 10/99 and 1/03, DFE Guidance 9/06 and 6/07) will be followed, having regard for the guidelines of the Westminster Diocese Education Service.

B. Attendance/Punctuality

All absences require a parental letter of explanation addressed to either the Headmistress in advance (for an expected absence) or the Form Tutor when the child returns to school (if the absence is unexpected). Parents are asked to inform the school by phone on the first day of absence before 9:30am. Form Teachers immediately alert the Welfare Officer if they become concerned about persistent absence or long-term absence not explained by a parental phone call, or about patterns of absence. She will contact the parents in order to acquire full information or to alert them about any suspicious absences. The Head of Key Stage and Associate Head are informed immediately an absence is suspected as truancy.

All teaching staff are vigilant in identifying possible truancy or absence from lessons when the pupil is present in school.

Persistent failure to bring explanation of absence results in a pro-forma letter being sent to parents which warns them that their child may be removed from lessons to do private study.

If a pupil needs to leave the premises during the day for any reason, she must "sign out" using the book provided. If she returns that day, she should then "sign in".

Lateness Procedure

Any girl who arrives in her Form Room after 8.40am is LATE. If she arrives after Registration (morning or afternoon) she must "sign in", in the Book provided and complete a LATE SLIP to be handed to her Form Teacher at the next registration time. Any girl who is late once, may have an excuse. Any girl who is late twice in 5 school days, for any reason (apart from total disasters) is to be put into Late Detention. The detention for lateness is held each Wednesday and Friday from 3.45 to 4.30pm.

Lateness for lessons during the day is dealt with by subject teachers using the late detention procedure. (Three consecutive lates equal a detention).

C. <u>Procedure for dealing with unacceptable behaviour</u> e.g. bullying; racism; abusive language; violence, whether reported by pupils or staff.

The unacceptable nature of any behaviour which does not show full respect for every individual member of the school's Christian community is made absolutely clear at all times: inside and outside the classroom and through the medium of Assemblies, Liturgies and the Pastoral Curriculum (Education for Living lessons and the Tutorial programme) as well as through School Council Meetings.

Subject teachers and Form Teachers watch for signs of distress in their pupils and report any incidents of bullying or racial or sexual harassment, whether brought to their attention by pupils or observed or overheard by accident, to the Associate Head or Heads of Key Stage who will take immediate disciplinary action. Cheating or suspected cheating in school examinations is always reported to the Head of Key Stage who will usually cancel the examination paper and write to the parents. Dishonest practices in public examinations are reported immediately to the Head via the Examinations Secretary.

Members of staff take care not to promise children to keep disclosures a secret, as they might thereby be condoning unacceptable behaviour and so be allowing the bully to flourish. Instead, the action taken will always be in full consultation with the victim. They encourage the victim to trust that the School's procedures for dealing with bullying will always show compassion for the bully while absolutely condemning her behaviour, and assure the victim that the School will make certain that no reprisals will result from reporting the instance of bullying.

D. Pupils with emotional problems or with physical disabilities or learning difficulties

Parents are asked to provide the school with full information about physical disabilities experienced by their daughters, so that the School can do all in its power to provide full access to the curriculum for all pupils.

Staff are provided with information on individual pupils who require special attention or consideration. The procedure for <u>Medical Emergencies</u> is as follows:

All cases needing medical advice are referred to the Welfare Officer.

Pupils sent from lessons must report to her directly.

If necessary, a pupil will be withdrawn from further lessons by her. She will send a <u>written</u> notification to any teachers of that pupil.

No excuse for absence from lessons due to sickness is accepted unless accompanied by such a notification.

Pupils who experience learning difficulties or emotional problems may be referred by the Associate Head or Heads of Key Stage to local support services such as:

London Borough of Barnet Child Guidance/School Psychological Service,

The Bishop Harvey Family Service (Catholic Children's Society),

The London Borough of Barnet Educational Welfare Service,

The London Borough of Barnet Specific Learning Difficulties Service.

Staff who are concerned over the welfare or learning of any pupil report their concern as soon as possible to the Head of her Key Stage.

E. Child Protection/Safeguarding

Safeguarding and Child Protection relates to the protection of children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances to enter adulthood successfully.

"All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children" (HM Govt 2003)

Safeguarding is 'everybody's responsibility' (Lord Laming). All staff and volunteers must be alert to the signs of abuse (neglect, physical injury, emotional abuse, neglect and sexual abuse) and report any concerns or suspicions to the Designated Senior Person for Safeguarding and Child Protection or her Deputy. All staff and volunteers are responsible for complying with the child protection procedures as detailed in this and other related policies. The designated Governor is the Chair.

Members of staff take care not to promise to keep disclosures of this nature a secret as they may be breaking the law by doing so. Instead, the child is reassured that the School can be trusted to act in her best interests.

Policy Statement

The Governors and Staff of St. Michael's Catholic Grammar School fully recognise the responsibility and duty placed upon them to have arrangements in place to safeguard and promote the welfare of all students at the school and that all staff and volunteers have a full and active part to play in protecting students from harm.

We believe that our school provides a positive, caring, safe and stimulating environment in which pupils can learn and which promotes the social, physical and emotional wellbeing of each individual.

Use of Force

The DCFS guidance of November 2007 (which replaced and supersedes DFES circular 10/98) entitled "The Use of Force to Control or Restrain Pupils" and the Education and Inspections Act 2006 do not authorise the use of corporal punishment in any circumstances and outline that it is always unlawful to use force as punishment, however, they do correct the common misconception that any physical contact with a child is in some way unlawful. Authorised staff may use force to prevent behaviour that prejudices the maintenance of school discipline regardless of whether the behaviour would also constitute a criminal offence. Section 45 of the Violent Crime Reduction Act 2006 allows the search of pupils without their consent for weapons. (See relevant section of this policy.)

This should be ready and followed in the light of:

- i) The aims and ethos of St. Michael's, published in our mission statement and prospectus
- ii) Our pastoral/behaviour policy
- iii) Our safeguarding/child protection policy
- iv) Our health and safety policy

There are occasions where physical contact may be proper or necessary other than those covered by section 92 of the Education and Inspections Act 2006. These include for example:

- The demonstration of techniques in practical subjects such as PE, Technology and Art.
- The giving of First Aid
- Congratulating and praising students eg shaking hands
- Assisting students with temporary or longer term disability and/or when distressed.

Teachers will use their own professional judgement when they feel a pupil needs this kind of support.

The Pastoral Curriculum provides opportunities for the girls to learn about personal safety and managing risks. The pupils are encouraged to share concerns with any member of staff with whom they feel comfortable.

Pupils undertaking Work Experience in Year 10 are visited by a member of staff who has a specific brief to monitor the safety of the placement.

Sixth Form students on Work Experience are encouraged to report any concerns to the Associate Head of Sixth Form.

March 2004 (amended May 2009 and 2010)

SPECIAL EDUCATIONAL NEEDS POLICY: SUMMARY FOR PARENTS

"Since every person of whatever race, condition and age is endowed with human dignity s/he has an inalienable right to an education corresponding to his/her proper destiny and suited to his/her talents". (GRAVISSIMUM EDUCATIONIS)

At St. Michael's, we believe, as set down in our Mission Statement, that each person should be recognised as an individual, valued and enabled to fulfil her potential. We therefore commit ourselves to do all in our power to meet the educational, spiritual and moral needs of all our pupils.

As St. Michael's is a selective school with an Entrance Examination, the intellectual ability of its pupils is high and falls within a narrow range. All the more reason therefore for us to recognise:-

- 1. our responsibility to encourage in them the growth of self-esteem and confidence in their own abilities
- 2. the needs of the specially gifted, whether intellectually, musically, artistically or physically
- 3. that in every teaching group there will be some pupils who find an activity more challenging than the others do
- 4. the needs of pupils with emotional or behavioural problems or with specific physical disabilities or learning difficulties.

Practially speaking, this means:-

- A) having regard to the DCSF Code of Practice on the Identification and Assessment of Special Educational Needs and the Catholic Education Service's and the Diocese of Westminster's Guidelines on SEN and Inclusion
- B) seeking as far as possible to make pupils' learning differentiated according to their individual needs and particular talents
- C) being aware of pupils with specific health problems or physical disabilities
- D) taking seriously concerns over the learning of any pupil and making referrals for learning support where deemed necessary
- E) ensuring that the School's pastoral structure enables and supports this process.

DISABILITY EQUALITY SCHEME

At St Michael's, our Mission Statement commits us to love one another as Jesus loves us.

Since December 2006 the Disability Discrimination Act (DDA) 1995 has placed a duty on Schools to promote disability equality.

At St Michael's we understand our duty to promote disability equality actively.

The Act sets out what is known as the General Duty. This means that we have due regard to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons*
- ❖ The Governors approved our Disability Equality Scheme on 3rd November 2006.
- ❖ A consultation exercise is undertaken each year through Parent Questionnaires since 2007-8.
- ❖ A rolling programme of review of all School policies began in 2007-8 in the light of the new legislation.

October 2007

*The Duty to Promote Disability Equality: Statutory Code of Practice

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

St. Michael's is a selective Catholic grammar school for girls with boys in the Sixth Form. Although pupils with learning difficulties cannot usually access the curriculum of a selective school, the Governing Body recognises its commitment to meet the needs of:

pupils with medical needs; physically disabled pupils; those with special emotional needs; the most able

who may require additional help for a short period or for the longer term in order to reach their full potential.

Access to the Curriculum

The school recognises the well established right of all pupils to share in its broad and balanced academic curriculum. This right is implicit in the Education Reform Act of 1988, the Special Educational Needs Code of Practice of 2001 and the Disability Rights Commission Code of Practice of 2002. The provision for those pupils with special educational needs must therefore be flexible enough to respond to the notion that any pupil may have special needs, at any time and for any length of time. All teachers are involved and support is provided within the context of the academic curriculum and not distanced from it. This is also enshrined in our policy with regards to subject choices at the end of Key Stage 3.

In order to further facilitate equality of access and achievement we have revised the KS4 curriculum in order to provide greater flexibility and choice. Support sessions are provided for Year 11 pupils. Equally, in the Sixth Form we are committed to provide as broad a choice of A level courses as possible; booster classes are also available to improve induction into some subjects.

It is the School's policy that all members of staff are responsible for identifying and meeting the special needs of pupils in their classes. The Form Teachers, the Assistant Heads and their deputies and the Deputy Head have particular responsibilities in this respect and outside agencies are involved where appropriate.

Access to the physical environment

The Buildings Committee of the Governing Body has drawn up a phased plan to adapt our accommodation as and when there is the opportunity to apply for grants. The newly acquired Convent (which connects with the Junior Building on 3 floors) accommodation contains a lift. The Conservatory classroom includes a wheelchair ramp which provides disabled access to the ground floor of the Grange. Wheelchair access is also available to the main school building as a portable ramp is available on request. The stepped pedestrian access to the main entrance gate has been replaced by a ramped access.

A Disability Access Plan was devised in 2001 which identified priorities for capital development.

- 1. All new projects should take account of how they can contribute to improved access for disabled visitors and students.
- 2. A list of priority projects was identified starting with the conversion of the visitors' lavatories in the main reception area to allow for use by disabled visitors and students. This was completed during the Autumn Term 2004. Portable ramps give access to the main entrance.

Access to alternative communication formats

On request the school is able to offer parents and pupils a translation of key items of information to enable comprehensive access to the curriculum. For example, we can provide British Sign Language facilities at parents' information evenings on request.

Disabilityequalityforprospectus/booklet

EQUAL OPPORTUNITIES STATEMENT

Our commitment at St. Michael's to equality of opportunity arises out of our faith in the person and teachings of Jesus Christ.

"All men and women are of equal importance in the sight of God and should be equally accorded the respect and dignity to the children of God. It follows that the diversity resulting from age, gender, racial and social origins, culture and practice should be regarded as enriching the total Catholic community and not creating any order of esteem."

Diocese of Westminster Equal Opportunities Statement (extract).

- Our aim is the pursuit of excellence and fulfilment for all, through the delivery of high quality education within an environment which is secure and welcoming.
- We recognise that many members of our school community experience prejudice, discrimination and harassment, both within the school and outside, and we commit ourselves fully to challenging and seeking to defeat these, wherever they are met.
- We are a school which selects pupils primarily from Catholic families, on the basis of academic ability, and
 which requires that pupils and their families be fully aware and supportive of the aims and objectives of a
 Catholic school. Entry to the school is open to all who are eligible, regardless of ethnicity or social
 circumstance.
- No person should be recruited to the service of the school unless he or she is fully aware and supportive
 of the aims and objectives of the Church and of the school in seeking to implement them. It is
 appreciated that teachers and other employees who are not members of the Catholic Church give most
 loyal and valuable service to Catholic schools, nonetheless in the first instance every effort is made to
 recruit committed and practising Catholic teachers where vacancies exist.
- All pupils have access to a broad and balanced curriculum which enables them to achieve at the highest level of their abilities.
- Financial hardship should never be an obstacle to access to any area of the curriculum; nor should special medical needs, whether temporary or permanent.
- The School has formal procedures for dealing with bullying and other harassment, as well as sexist and racist behaviour.
- We are particularly anxious to encourage positive self-image and expectations and to combat gender stereotyping, especially in areas such as Science, I.T. and Careers Advice.
- By providing high quality education in a supportive setting, we wish to empower our pupils in a world which can be hostile.
- We also seek to foster knowledge of and respect for all races, religions and cultures, and to develop and give expression to a concern for the needs of others both within and outside the school.
- We are committed to a regular and open review of our equal opportunities practices. The Senior Management Team and the Heads of Department have particular roles here, but there is also a collective responsibility to work for equal opportunities which rests on all members of the school community: pupils, parents, teaching and support staff and governors.
- We are preparing our young people for life in a multicultural, multilingual world, in a world where traditional barriers, whether physical or cultural, should be rapidly eliminated. In full recognition of this, we reaffirm the Christian message that all are equal in the sight of God.

Revised February 2010 Equal.doc/booklets

RACE EQUALITY POLICY

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

• the uniqueness of the individual

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

the search for excellence

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

• the education of the whole person

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this we aim to prepare young people for a life working with others in a wider community which is socially, culturally and religiously diverse.

• the education of all

We have the duty to care for the poor and to educate those who are socially, academically, physically or emotionally disadvantaged. We acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in "inequality by default". We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

moral principles

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witness to these moral and spiritual values in the wider world.

Consequently, we will strive to ensure that:

- any person recruited to the service of the school, whether as a member of staff or a volunteer, is made fully aware of our aims and objectives and required to support them;
- children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;
- all of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unjustified discrimination, whether intentional or unintentional;
- all racist incidents are reported to the Headteacher who makes monthly returns to the Local Authority

Revised February 2010

SEX EDUCATION POLICY

Aims of Sex Education

- to support the parents as they are the primary educators in this field
- to provide a well balanced, comprehensive programme which, as well as providing the 'Facts of Life', also fulfils the requirement of the 1988 Education Reform Act in that it:

"promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society"

and

"prepares such pupils for the opportunities, responsibilities and experiences of adult life"

As a Catholic school we approach these aims within the framework of a Christian, Catholic education, so we also aspire:

"to engender growth in self respect and self worth, recognising that each of us is created in the image of God."

Objectives

- to understand that love is central to and the basis of meaningful relationships
- to explore the meaning and value of life and give some appreciation of the values of family life
- to enable pupils to reflect on their relationships and recognise the qualities that enable relationships to grow and develop positively
- to have some understanding of and to give sensitive consideration to the values, beliefs and cultures
 of others
- to provide a forum where pupils can share their concerns and offer an environment where they know that they will be listened to sensitively
- to enable pupils to have some understanding of their bodies, including growth and change, their emotional development and reproductive physiology
- to enable pupils to communicate with health professionals effectively and with confidence
- to enable pupils to recognise that they are responsible for the decisions they make and the consequences of these decisions
- to help with careful consideration of family planning and other sexual health issues
- to help pupils to develop their critical faculties and be aware of the values conveyed by their peers, society and the media and to give them strategies to resist these pressures where necessary
- to correct misinformation

The role of the Religious Education department in Sex Education

Although the RE Department is not responsible for the 'Education for Living' programme, where Sex Education is formally taught, it underpins, supports and enriches it.

- Spiritual development involves helping pupils to grow in self awareness and in awareness of their responses to experience in the light of faith, thus contributing to the self knowledge that is a necessary part of a personal freedom and growth.
- Moral development involves helping pupils to form a moral conscience, maturity and enabling them to make decisions about moral behaviour.
- Much of the work of the department focuses on the wider aspects of human relationships and the respect we owe to each person as a unique creation of God.
- Where human sexuality does form part of the syllabus it is never discussed in a vacuum, but is
 presented as an essential feature of interpersonal relationships, growing out of the friendship, love
 and respect found between a woman and a man. It is set within the clear, moral framework of the
 Catholic Church, with strong emphasis on the stability of marriage, family life and the responsibility of
 parenthood.

Equal Opportunities

All the pupils at St. Michael's are entitled to a comprehensive, well balanced programme of sex education, within the moral, ethical, spiritual guidelines of the Catholic Church, except where her parents exercise the right to withdraw their daughter from all or part of the sex education provided, granted under Section 241 of the Education Act 1993.

Organisation

Anna O'Sullivan, as Education for Living co-ordinator, and Paul Moloney, the Head of RE, are responsible for the planning and delivery of the sex education programme.

Anna O'Sullivan will deal with the reproductive physiology and sexual health aspects whilst the RE department will concentrate on education for relationships, although it is recognised that such a dichotomy is unrealistic. In fact, these issues could arise in any subject therefore all staff are asked to be sensitive when dealing with these matters.

Training

Staff are encouraged to undertake such courses as seem appropriate when the opportunities arise.

Methodology and Approach

Based mostly on discussion with in-house resources derived from various sources — including video, worksheets and inviting professionals to come and speak.

All controversial topics such as contraception and abortion, are dealt with having regard to the teaching of the Church, but also from the point of view that our students need to have a knowledge of the views of society and the facts with which to make informed decisions, we endeavour to approach all such subjects with sensitivity to and compassion for the situation and the individuals involved.

Specific Issues

Contraception is taught in Year 10, including the principles behind fertility awareness, family planning and natural methods, in the context of the teaching of the Church. Artificial methods of contraception, and the advantages and disadvantages of each method are discussed, giving information only.

No advice is given to any individual girl. If any teacher is approached about the topic by a student, the student should be encouraged to talk to her parents or to Miss Morrissey.

Confidentiality is important. We would hope to create within the classroom an environment of support where everyone felt comfortable about expressing their opinion without fear of it being ridiculed in class or discussed by others in an inappropriate manner. If a student comes to ask for help or advice from any member of staff it should be made clear that any disclosures may have to be passed onto Miss Morrissey.

Child Sexual Abuse Procedures are referred to Miss Morrissey in the first instance, and to Mrs. O'Sullivan as her deputy.

Child Withdrawal Procedure. Parents have the right to withdraw their child from Sex Education lessons. However, we hope that once we have explained our rationale and the way in which these subjects are dealt with in the classroom, parents' minds will be put at ease. If a child is withdrawn then alternative arrangements will be made, where the student will research into alternative Health Education topics.

Complaints would be referred to Mrs. O'Sullivan as Assistant Head in charge of the Pastoral Curriculum, or to Miss Morrissey.

In the Sixth Form, sensitive issues pertaining to Sex Education will always be covered in single gender groups.

Procedures for the involvement of visitors and health professionals

If we invite people with specialist expertise or knowledge into school to deal with Sex Education topics we ensure that they understand the Catholic nature of the school and ask that they deal with their subject within this framework.

Support for those with HIV would be as for the support of any student within the school with physical disabilities or emotional problems. This is outlined in our Pastoral Policy.

Working with parents. The aims of our sex education policy are outlined in the prospectus, and all Year 7 parents are invited to a meeting with Mrs. O'Sullivan and Mr. Moloney at which the whole programme is explained, including how it fits into the Pastoral Curriculum. Questions and suggestions are invited.

Monitoring and Evaluation

Girls are asked to complete review forms at the end of a year or unit of work in Key Stages 3 and 4. The Sex Education Policy and programme are reviewed annually by the Governors. Pastoral Managers' meetings are held four times a year when the programmes relating to Sex Education are reviewed and discussed.

Anna O'Sullivan Revised February 2010

Sex education policy/booklets

The Policy on Charges approved by the Governors of St. Michael's following the Eduation Reform Act 1988

As a result of the Education Reform Act of 1988 it is a statutory obligation laid upon all Governing Bodies of Maintained Schools to produce a policy on "charging" for certain activities. The policy has been agreed by the Governors of St. Michael's.

A. <u>Legal Principles</u>

- i) Pupils of compulsory school age cannot be asked to pay for any visit that is in school hours.
- ii) Pupils cannot be asked to pay for a visit, inside or outside school hours, which is <u>required</u> by a National Curriculum or the syllabus of a prescribed public examination.
- Pupils cannot be asked to pay for <u>transport</u>, <u>materials</u> or <u>equipment</u> required for such visits. <u>Charges</u> <u>can be made for board and lodging</u> on a residential trip, except to parents who are in receipt of Income Support.
- iv) a) Pupils cannot be charged for <u>materials</u> and <u>equipment</u> which are an integral part of the school syllabus. (Equipment does not include clothing).
 - b) Pupils cannot be charged for ingredients, materials, equipment, etc., needed for practical subjects. Parents who are willing to do so can be encouraged to do so on a voluntary basis. The school may charge for such materials if the parents have indicated in advance a wish to own the finished product.
- v) A charge may be made in respect of individual tuition in playing any musical instrument even if such tuition takes place during school hours, except where it is provided to fulfil the requirements for a syllabus for a prescribed public examination or the requirements of the National Curriculum.

Educational visits for which only voluntary contributions can be requested: pupils of compulsory school age

- i) For any <u>residential</u> visit <u>within school time</u> (i.e.: more school "sessions" involved than non-school "sessions"), no charges can be levied except for board and lodgings.
- ii) No charge can be made for any <u>day</u> visit within school time unless it is stated quite clearly to the Parents that their contribution is <u>voluntary</u>. No child eligible to take part can be left out of the visit because the Parent has refused to contribute. Where necessary a proviso can be included to parents which states that if adequate money is not collected the visit may not take place.

School visits for which charges may be made

- i) The 1988 Act allows for "Optional Extra" charges for activities and visits which are not required by the National Curriculum or public examinations syllabuses which fall outside the <u>school day</u>. The cost can then include:
 - material and equipment
 - provision of non-teaching staff
 - teaching staff who are engaged on a contract to provide that specific activity (but not other teachers on a normal LEA contract).
 - any incidental staff costs such as transport, board and lodgings, admission charges etc.

- ii) For any day visit where more than 50% of the visit including travelling time is <u>outside</u> school hours then the whole of the visit is to be counted as outside school hours and for these charges can be made (see above).
- iii) For any residential visit charges can be made for the items listed above <u>if</u> the visit includes <u>more</u> non-school 'sessions' than school 'sessions'. (If there are an <u>equal</u> number no charge can be made).

B. <u>Necessitous Pupils</u>

 Where a voluntary contribution is sought to make it possible to pursue a part of a course at a more interesting and useful place and that course is part of the school programme then the organiser will receive from the school the appropriate voluntary contribution for each child on Income Support on receipt of a letter of explanation from parents.

The school will continue to pay towards the cost of A level Field Studies and some GCSE Field Studies.

However, in general, for residential visits the charges will be levied for board and lodgings for visits organised both in and out of school time.

- 2. If a pupil is not on Family Credit or Income Support but there clearly is financial difficulty then the school will use discretion in offering support and may ask for a letter of explanation from the parents.
- 3. There will be no necessity for the school to pay for a pupil for 'optional extra' activities for which parents may legally be charged.

C. <u>Activities within the School</u>

a) Music Tuition

The Act does make provision for charging for 'optional' music tuition.

b) <u>Examinations</u>

- i) No charges may be made for entry to prescribed public examinations or transport to take a pupil to an examination for which they have been prepared and entered by the school.
- ii) If the Governors decide to enter a pupil for a prescribed examination not prepared at the school (i.e. private entry) the costs may be charged for.
- iii) The Governors (delegated to the Head) will decide which pupils enter for which exams.

c) <u>School Property</u>

i) The school can ask for payments for replacement of books, equipment etc. that have been lost and for wilful damage to school property.

October 1997 Revised February 2008

charge3/booklets

COMPLAINTS POLICY

Guidance notes for parents

- 1. At St. Michael's we do our best to ensure that your daughter/son is happy at school. On occasions, however, a problem may arise. The great majority of problems can be sorted out informally by a conversation with her form tutor, subject teacher or the head of that subject department. The Headteacher, Associate Head and Heads of the three Key Stages are always available, by appointment, for consultation with parents. However, there may be an occasion when you think that we have not taken action over a significant problem or we have made the wrong decision and you now wish to make a complaint. If so the procedure is as follows:
 - Write a formal letter of complaint to the Headteacher who will investigate your complaint and reply in writing.
 - If the problem is still not resolved then a formal complaint in writing may be made to the Chair of the Governing Body.

2. Other Complaints

- If your initial complaint is about the headteacher you may write to the Chair of the Governing Body c/o the School.
- If your complaint is about a particular member of the governing body you may write to the Chair of the Governing Body.
- If your complaint is about the Chair of the Governing Body you may write to the Trustees c/o the School.
- If you consider that the governing body is acting unreasonably or is failing to carry out its statutory duties properly you may write to the Trustees.
- 3. The procedure used will follow the Archdiocese of Westminster Education Service Guidelines.

June 2003; updated February 2010

Complaints policy.booklets